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ABSTRACT

This book describes a study that examined the perceptions of 33 expelled British high school students regarding the realities of their educational experiences. Participants were predominantly working class, ethnically diverse 10th and 11th graders, all of whom had been permanently excluded from school and were attending behavioral support service centers. Students completed semi-structured interviews designed to collect their personal stories. The book's nine chapters, which describe the findings, are: (1) "Introduction"; (2) "The Research"; (3) "Exclusion, Behaviour and Identity"; (4) "Relationships with Teachers"; (5) "Relationships with Peers in School"; (6) "Factors outside of School"; (7) "School Work, Educational Provision and Engagement"; (8) "Schools and Centers as Learning Environments"; and (9) "What Schools Can Do." Students' accounts mirrored those of other disaffected students from other studies. Exclusion resulted in considerable upheaval and stigma. Respondents experienced difficulty in one or more of several areas (interactions with teachers, peers, family members, and the legal system). Their experiences in the behavioral support centers featured more positive relationships with teachers, minimal disruptive behavior, a relative absence of malicious peer relations, and an opportunity to engage successfully in schoolwork. (Contains 83 bibliographic references.) (SM)

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